



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

RECEIVED
JUN 02 2025
RECORDED
21 JUN 2025

22 May 2025

DIVISION MEMORANDUM

No. 182, s. 2025

CONDUCT OF 2025 DIVISION BRIGADA ESKWELA

To: Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
Chief, Curriculum Implementation Division
All Schoolheads
All Others Concerned

1. Pursuant to DepEd Memorandum No. 042, s. 2025 entitled 2025 Brigada Eskwela Implementing Guidelines, this Office, through the Social Mobilization and Networking Section of the School Governance and Operations Division, informs all schools on the conduct of the **2025 Division Brigada Eskwela** on **June 9-13, 2025** in SDO Biñan City. The **Division Brigada Eskwela Kick-Off Ceremony** shall be held on **June 10, 2025** at **Pagkakaisa Elementary School** with the theme, **“Brigada Eskwela: Sama-sama Para sa Bayang Bumabasa”**.
2. This program aims to enhance community collaboration in ensuring the safety, conduciveness, and preparedness of schools for the upcoming school year. It also serves various purposes such as supporting the physical and mental well-being of learners, addressing the needs of engaging parents and stakeholders; and ensuring the accuracy of educational data through the National Inventory Day (NID).
3. Enclosed herewith are the following:
 - a. Schedule of Activities for 2025 Division Brigada Eskwela
 - b. Activity Matrix of 2025 Division Brigada Eskwela Kick-off Ceremony
 - c. List of Participants for 2025 Division Brigada Eskwela Kick-off Ceremony
 - d. Technical Working Committee for 2025 Division Brigada Eskwela Kick-off Ceremony
 - e. Monitoring Officials
 - f. DepEd Memorandum No. 042, s. 2025
4. All schools shall prepare a standee with tarpaulin presenting their School Brigada Eskwela Planc to be displayed during the Division Brigada Eskwela Kick-off Ceremony on June 10, 2025.
5. All schoolheads are hereby reminded that all school partners must first be endorsed to the Social Mobilization and Networking Section of the School Governance and Operations Division for proper coordination. This procedure ensures alignment with DepEd policies and the appropriate acknowledgment of donations and services during the Stakeholders' Recognition activities.

6. Additionally, all donations intended for schools must be coordinated with the Division Office for proper documentation, acknowledgment and compliance with Deped Guidelines

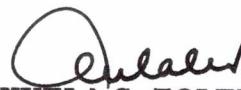
7. Schoolheads are likewise reminded to strictly adhere to existing guidelines in partnering with industries, particularly on the limitations and allowable forms of partnership. This is to ensure that all collaborations are ethical, non-discriminatory and consistent with the core values and mission of the Department of Education

8. Teachers shall receive appropriate service credits as stipulated in DepEd Order No. 53, s. 2003 re: Updated Guidelines on Grant of Vacation Service Credits to Teachers, and DepEd Order No. 84, s. 2023 re: Addendum to DO No. 53, s. 2023; while non-teaching personnel (with Plantilla item) shall be given a Compensatory Overtime Credit (COC).

9. Expenses incurred during the activity shall be charged against OSEC-4A-25-1825 and local funds subject to the usual accounting and auditing rules and regulations.

10. For queries, contact Donna Jane M. Alfonso, SEPS-SMN, at (049) 547-0105 loc 113 or via email at sgod.sdobinancy@deped.gov.ph.

11. Immediate and widest dissemination of this Memorandum is desired.


MANUELA S. TOLENTINO, CESO V
Schools Division Superintendent

Encl: As stated

Reference: DepEd Memorandum No. 042, s. 2025

SGOD/SMN / DJMA / MJQA / DM – 2025 Division Brigada Eskwela
/ 05/19/2025

Enclosure No. 1

SCHEDULE OF ACTIVITIES FOR 2025 DIVISION BRIGADA ESKWELA

| Date | Activity |
|------------------------------------------|-----------------------------------------------------------------------------------------|
| June 4, 2025 (2:00 p.m. – 4:00 p.m.) | Online Coordination Meeting for 2025 Division Brigada Eskwela Kick-off Ceremony |
| June 5, 2025 (7:00 a.m. onwards) | Meeting and Ocular for Brigada Palaro (Special Olympics Pilipinas and Milo Philippines) |
| June 9, 2025 | National and Regional 2025 Brigada Eskwela Kick-off |
| June 10, 2025 (6:30 a.m. onwards) | 2025 Division/Schools Brigada Eskwela Kick-off Ceremony |
| June 11, 2025 | Conduct of Other Brigada Eskwela Activities |
| June 12, 2025 (1:00 p.m. onwards) | Brigada Palaro Ingress |
| June 13, 2025 (7:00 a.m. – 5:00 p.m.) | Brigada Palaro (Special Olympics Pilipinas and Milo Philippines) |
| June 14, 2025 (8:00 a.m. – 4:00 p.m.) | Federated PTA Leadership Training |

Enclosure No. 2

**ACTIVITY MATRIX OF 2025 DIVISION BRIGADA ESKWELA
KICK-OFF CEREMONY**

| Time | Activity | Person Responsible |
|--------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| PART I. MOTORCADE | | |
| 6:30 a.m. – 7:00 a.m. | Assembly for Motorcade | Elizabeth Arroyo and Roel Bongao |
| | Motorcade from SDO to Pagkakaisa ES | Ariel Cabantog and Gerwin Tañega |
| 7:00 a.m. – 8:00 a.m. | Set up of Standee with Tarpaulin of School BE Plan | Schoolheads and School Partnership Focal Person |
| | Drum and Lyre | Pagkakaisa ES |
| PART II. PROGRAM PROPER | | |
| 8:00 a.m. – 8:30 a.m. | Registration and AM Snacks | Artnafe Ode and Evelyn De Castro |
| 8:30 a.m. – 8:40 a.m. | Preliminaries (National Anthem, Opening Prayer, CALABARZON March, and Biñan Hymn) | Ajay Carpio Arturo Moris John Paul Baquiran |
| 8:40 a.m. – 8:55 a.m. | Welcome Remarks | Arlene Ricasata, CESO VI |
| 8:55 a.m. – 9:00 a.m. | Acknowledgement of Participants | Bayani Enriquez |
| 9:00 a.m. – 9:30 a.m. | Messages of Support from Education Partners | Hon. Marlyn Alonte-Naguiat Hon. Walfredo Dimaguila Jr. Hon. Angelo Alonte Prof. Edmil Recibe |
| 9:30 a.m. – 9:40 a.m. | Intermission Number | Invited School |
| 9:40 a.m. – 10:10 a.m. | Presentation and Messages of Support from Education Partners | Stakeholders |
| 10:10 a.m. – 10:30 a.m. | 2025 Brigada ESKWELA Call to Action | Manuela Tolentino, CESO V |
| | MOA Signing | Education Partners |
| 10:30 a.m. – 10:45 a.m. | Turnover of Donations | Education Partners |
| 10:45 a.m. – 11:00 a.m. | Pledge of Commitment | All Participants |
| 11:00 a.m. – 11:30 a.m. | Partners and Stakeholders Booth Walk | Schools |
| 11:30 a.m. – 12:30 p.m. | Lunch | All Participants |
| PART III. BRIGADA ESKWELA IN ACTION | | |
| 12:30 p.m. onwards | Monitoring of School Brigada ESKWELA Kick-Off | Schoolheads, PSDSs, and Monitoring Officials |

Enclosure No. 3

**LIST OF PARTICIPANTS FOR 2025 DIVISION BRIGADA ESKWELA
KICK-OFF CEREMONY**

| No. | Name | Designation |
|-----|--------------------------------|------------------------------------------|
| 1 | Manuela S. Tolentino, CESO V | SDS |
| 2 | Arlene S. Ricasata, CESO VI | ASDS |
| 3 | Mary Ann L. Tatlongmaria | CID Chief |
| 4 | Bayani V. Enriquez | SGOD Chief |
| 5 | Ariel M. Cabantog | AO V |
| 6 | Pacifico Jacinto P. Medina Jr. | Attorney III |
| 7 | Donna Jane M. Alfonso | SEPS-SMN |
| 8 | Maureen Jane Q. Alangco | EPS II-SMN |
| 9 | Ernane S. Escuvania | PDO II-DRRM |
| 10 | Baby Lyka O. Depoo | Clerk - LSB JO |
| 11 | Jie Ann B. Otilla | EPS II-ALS |
| 12 | John Paul B. Baquiran | Clerk - LSB JO |
| 13 | Kevin Jarron T. Fuentes | Clerk - LSB JO |
| 14 | Rissa May P. Violas | Clerk - LSB JO |
| 15 | Catherine V. Intal | Clerk - LSB JO |
| 16 | Justin K. Pactores | Clerk - LSB JO |
| 17 | Larry R. Morando | Clerk - LSB JO |
| 18 | Precious Joy A. Coronado | Engineer III |
| 19 | Roel B. Bongao | Administrative Aide I - LSB |
| 20 | Romano M. Viñas | Administrative Aide I - LSB |
| 21 | Sammy M. Diaz | Utility Aide - LSB Job Order |
| 22 | Aljune C. Almoro | Utility Aide - LSB Job Order |
| 23 | Elizabeth V. Arroyo | Administrative Aide III - LSB |
| 24 | Gerwin A. Tañega | Clerk - LSB Job Order |
| 25 | Ronaldo V. Diaz | Administrative Aide IV - Driver II |
| 26 | Raphael C. Miranda | Administrative Aide III - Driver I - LSB |
| 27 | Ronald Q. Pasta | Administrative Aide III - Driver I - LSB |
| 28 | Felix A. Borreros | Driver/Guard - LSB Job Order |
| 29 | Joseph Fernan C. Dulaca | Administrative Aide III - Driver I - LSB |
| 30 | Keano C. Macato | Driver - LSB Job Order |
| 31 | Artnafe N. Ode | Registrar I |
| 32 | Marchy Joy T. Sanchez | EPS II-ALS |
| 33 | Christine G. Arroyo | AO IV-Cash |
| 34 | Camille B. Alcaide | Administrative Assistant III |
| 35 | Angela A. Morando | EPS-MAPEH |
| 36 | Marian Kristy C. Vivo | Administrative Officer II |
| 37 | Vina Marie C. Obtinalla | Administrative Aide VI |
| 38 | Marieta A. Marcos | Administrative Aide I - LSB |
| 39 | Evelyn P. De Castro | EPS-LRMS |
| 40 | Philip M. Ramos | Administrative Aide I - LSB |
| 41 | Gretchen R. Ragual | Librarian II |
| 42 | Sharon G. Yambao | Administrative Aide I - LSB |
| 43 | Harry Jay S. Arcega | Utility Aide - LSB Job Order |
| 44 | Minerva T. Tantiado | Administrative Aide I - LSB |
| 45 | John Jerold V. Castillo | Clerk - LSB Job Order |

| | | |
|----|----------------------------|--------------------------|
| 46 | Rhea Liza A. Dela Peña | Clerk - SDO Job Order |
| 47 | Vince Luis Y. Estuista | Clerk - LSB Job Order |
| 48 | Roberto G. Azaña Jr. | Medical Officer III |
| 49 | Rochelle O. Mergal | Dentist II |
| 50 | Pamella I M. Tamayo | Dentist II |
| 51 | Rudolf Anthony O. Erispe | Nurse II |
| 52 | John Sebastian N. Jacalan | Nurse II |
| 53 | Carmencita K. Juntilla | Nurse II |
| 54 | Henrietta M. Nacario | Nurse II |
| 55 | Gerardson T. Ramos | Nurse II |
| 56 | Gertrude A. Anunciacion | EPS-SGOD |
| 57 | Isidra L. Galman | SEPS-SMME |
| 58 | Mischelle M. Lanuza | EPS II-SMME |
| 59 | Ginalyn M. Garcia | PSDS |
| 60 | Mary Grace B. Llantos | PSDS |
| 61 | Sonny L. Atanacio | PSDS |
| 62 | Nerra A. Visperas | PSDS |
| 63 | Pilar I. De Castro | PSDS |
| 64 | Erwin P. Legasto | PSDS |
| 65 | Rowena K. Ramos | PSDS |
| 66 | Leonora C. Cruz | PSDS |
| 67 | Romulo D. Casipit | PSDS |
| 68 | Baldrin B. Belen | PSDS |
| 69 | Raquel L. Azur | EPS (Filipino) |
| 70 | Ronaldo P. Bago | EPS (Science) |
| 71 | Leslie V. Denosta | EPS (English) |
| 72 | Violeta M. Umel | EPS (Math) |
| 73 | Joel J. Valenzuela | EPS (Araling Panlipunan) |
| 74 | Lani A. Alonte | EPS (TLE / ALS) |
| 75 | Rhea D. Bilbes | EPS (Kinder/SNED) |
| 76 | Roan A. Segales | Schoolhead |
| 77 | Charity L. Satoquia | Schoolhead |
| 78 | Cherry R. Ang | Schoolhead |
| 79 | Julie Ann D. Natividad | Schoolhead |
| 80 | Grace P. Hufalar | Schoolhead |
| 81 | Digna D. Falculan | Schoolhead |
| 82 | Marieta I. Faraon | Schoolhead |
| 83 | Michael B. Dioquino | Schoolhead |
| 84 | Rowena S. Bederico | Schoolhead |
| 85 | Jo Anna Loraine R. Buenafe | Schoolhead |
| 86 | Marlon B. Flores | Schoolhead |
| 87 | Nenette M. Lacuarin | Schoolhead |
| 88 | Jonard B. Castillo | Schoolhead |
| 89 | Mary Joy L. Cabiles | Schoolhead |
| 90 | Oliver P. Caliwag | Schoolhead |
| 91 | Mildred D. Diña | Schoolhead |
| 92 | Ruby C. Almadrones | Schoolhead |
| 93 | Reynaldo S. Cabal | Schoolhead |
| 94 | Roan T. Padua | Schoolhead |
| 95 | Gerardo B. Rey | Schoolhead |
| 96 | Rosalyn C. Valderama | Schoolhead |

| | | |
|-----|------------------------------|------------|
| 97 | Ma. Beatriz T. Manaig | Schoolhead |
| 98 | Jerico F. Balmes | Schoolhead |
| 99 | Analiza L. San Juan | Schoolhead |
| 100 | Donnabelle B. Mendoza | Schoolhead |
| 101 | Jonar C. Olicia | Schoolhead |
| 102 | Rose B. Estiva | Schoolhead |
| 103 | Myrna G. Palma | Schoolhead |
| 104 | Ana Alma G. Ricafort | Schoolhead |
| 105 | Albert D. Escuvania | Schoolhead |
| 106 | Jeanette Q. Alvarez | Schoolhead |
| 107 | Eleonofebeatriz A. Marasigan | Schoolhead |
| 108 | Manolito P. Asetre | Schoolhead |
| 109 | Edna C. Sta. Ana | Schoolhead |
| 110 | Dennis R. Estocado | Schoolhead |
| 111 | Delio E. Escaño | Schoolhead |
| 112 | Emmanuelita J. Alonde | Schoolhead |
| 113 | Rowell G. Regalado | Schoolhead |
| 114 | Jael Faith T. Ledesma | Schoolhead |
| 115 | Perfecto G. Gragas III | Schoolhead |

Invited Guests:

- LGU
- Stakeholders
- Federated PTA
- School Partnership Focal Person
- Pagkakaisa ES Drum and Lyre
- Other Invited Guests and Partners

Enclosure No. 4

TECHNICAL WORKING COMMITTEE FOR 2025 DIVISION BRIGADA ESKWELA

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Overall Chairperson | Manuela S. Tolentino, CESO V |
| Co-Chairperson | Arlene S. Ricasata, CESO VI |
| Program Managers | Bayani V. Enriquez Mary Ann L. Tatlongmaria Ariel M. Cabantog Pacifico Jacinto P. Medina Jr. |
| PROGRAM COMMITTEE | |
| Donna Jane M. Alfonso Maureen Jane Q. Alangco Ernane S. Escuvania Perry A. Delos Reyes Baby Lyka O. Depoo Ajay Carpio Arturo Moris | |
| Responsibilities: <ul style="list-style-type: none">Oversee the activity from planning to post-implementation.Overall coordinator of the 2025 Brigada EskwelaUpdates to top management on the preparation and implementation of 2025 BEPrepare masterlist of expected participantsPrepare and distribute program invitations to participantsEnsure confirmation of participants and guests before the conduct of activity.Prepare and secure distribution of souvenir and certificates to participants guests, TWG, and host school | |
| TECHNICAL AND DOCUMENTATION COMMITTEE | |
| Jie Ann B. Otilla John Paul B. Baquiran Kevin Jarron T. Fuentes Rissa May P. Violas Catherine V. Intal Justin K. Pactores Larry R. Morando | |
| Responsibilities: <ul style="list-style-type: none">Coordinate with the Program Committee for the AVPs, photos, and other related materials needed for the 2025 Division BE Kick-offPrepare PowerPoint presentation for the activityCoordinate with the Physical Arrangement Committee regarding the equipment needed for the activity.Check the sound system before the conduct of the programPrepare and setup sound system for the motorcadeProvide write-up and video documentation of program | |
| PHYSICAL ARRANGEMENT | |
| Nenette M. Lacuarin Precious Joy A. Coronado Roel B. Bongao Romano M. Viñas Sammy M. Diaz Aljune C. Almoro | |

Responsibilities:

- Prepare setup of the venue, including booths and standees.
- Prepare venue and other concerns on facilities before the program
- Secure chairs and table needed
- Prepare stage setup a day before the program
- Ensure cleanliness before, during, and after the event

MOTORCADE, TRAFFIC, AND PARKING

Ariel M. Cabantog
Elizabeth V. Arroyo
Gerwin A. Tañega
Ronaldo V. Diaz
Raphael C. Miranda
Ronald Q. Pasta
Felix A. Borreros
Joseph Fernan C. Dulaca
Keano C. Macato

Responsibilities:

- Prepare route for the motorcade
- Coordinate with CCAO and Barangay for assistance, peace and order
- Secure food for the CCAO/Barangay
- Secure enough space for parking and safety of vehicle
- Secure tarpaulin to be displayed in the vehicles
- Secure sound system during the motorcade

REGISTRATION AND USHERETTES

Artnafe N. Ode
Marchy Joy T. Sanchez
Christine G. Arroyo
Camille B. Alcaide
Angela A. Morando
Marian Kristy C. Vivo
Vina Marie C. Obtinalla
Marieta A. Marcos

Responsibilities:

- Prepare seat plan for the participants and guests
- Identify seat arrangement of participants
- Assists guests during the program
- Prepare registration and meal attendance
- Arrive before 7:00 a.m. in preparation for the registration of participants

FOOD COMMITTEE

Evelyn P. De Castro
Philip M. Ramos
Gretchen R. Ragual
Sharon G. Yambao
Harry Jay S. Arcega
Minerva T. Tantiado
John Jerold V. Castillo
Rhea Liza A. Dela Peña
Vince Luis Y. Estuista

Responsibilities:

- Coordinate with caterer on the distribution of food
- Ensure that all participants are well served
- Take charge of the food boodle feast

MEDICAL COMMITTEE

Roberto G. Azaña Jr.
Rochelle O. Mergal
Pamella I M. Tamayo
Rudolf Anthony O. Erispe
John Sebastian N. Jacalan
Carmencita K. Juntilla
Henrietta M. Nacario
Gerardson T. Ramos

Responsibilities:

- Ensure implementation of health and safety guidelines during the activity
- Coordinate with CDRRMO for availability of ambulance for the activity.

MONITORING AND EVALUATION COMMITTEE

Gertrude A. Anunciacion
Isidra L. Galman
Mischelle M. Lanuza

Responsibilities:

- Lead the monitoring team
- Implement M&E activities
- Distribute evaluation link for feedback
- Give copy of consolidated evaluation report to program team

Enclosure No. 5

2025 BRIGADA ESKWELA MONITORING OFFICIALS

June 10-13, 2025

| MONITORING OFFICIALS | DISTRICTS |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Team 1 Manuela S. Tolentino, CESO V Pacifico Jacinto P. Medina Jr. Evelyn P. De Castro Rhea DM. Bilbes Maureen Jane Q. Alango Roberto G. Azaña Jr. | District 1 and 2 |
| Team 2 Arlene S. Ricasata, CESO VI Precious Joy A. Coronado Donna Jane M. Alfonso Lani A. Alonte Lester R. Ramos Henrietta M. Nacario | District 3 and 4 |
| Team 3 Bayani V. Enriquez Gertrude A. Anunciacion Edward R. Manuel Charles M. Patio Angela R. Morando John Sebastian N. Jacalan | District 5 and 6 |
| Team 4 Mary Ann L. Tatlongmaria Isidra L. Galman Ronaldo P. Bago Mischelle M. Lanuza Christine G. Arroyo Gerardson T. Ramos | District 7 and 8 |
| Team 5 Ariel M. Cabantog Joel J. Valenzuela Arletta P. Alora Darwin S. Malapaya Ma. Olivia E. Miranda Rudolf Anthony O. Erispe | District 9 and 10 |



Republic of the Philippines
Department of Education

MAY 09 2025

DepEd MEMORANDUM
No. 042, s. 2025

2025 BRIGADA ESKWELA IMPLEMENTING GUIDELINES

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. Consistent with DepEd Order No. 012, s. 2025 (Multi-Year Implementing Guidelines on the School Calendar and Activities), the Department of Education (DepEd) will conduct the 2025 *Brigada Eskwela* Program from **June 9 to 13, 2025**, as part of its annual initiative to ensure schools are safe, resilient, and well-equipped for the opening of classes on June 16, 2025.
2. *Brigada Eskwela* is a five-day activity that upholds the spirit of *bayanihan*, encouraging community collaboration to prepare schools for the upcoming school year. With literacy as a key priority of the Department, this year's theme, ***Brigada Eskwela: Sama-sama Para sa Bayang Bumabasa***, highlights a nationwide effort and volunteerism on literacy development. The program also serves various purposes like the usual preparing and improving the school facilities and environment, supporting the physical and mental well-being of learners, addressing the needs of engaging parents and stakeholders, and ensuring the accuracy of educational data through a nationwide inventory validation.
3. This year's *Brigada Eskwela* shall focus on the following:
 - a. Ensuring that all schools are well-prepared for the new school year by providing a clean, safe, and conducive learning environment for both learners and teachers;
 - b. Encouraging active participation of stakeholders in supporting learners' reading skills development and ensuring that reading resources are available at the schools.
 - c. Organizing clean-up activities and performing minor to medium repairs and maintenance work in classrooms and school grounds;
 - d. Promoting volunteerism and community involvement in enhancing school facilities and resources;
 - e. Creating a master list of learners along with a schedule for health assessments (e.g., nutritional assessment and vision and hearing screening) and assisting the Philippine Health Insurance



Corporation in the enrollment of learners to the National Health Insurance Program;

- f. Engaging stakeholders in mobilizing data-driven partnerships with the community to help address the needs of schools; and
- g. Validating essential resource data against existing records of DepEd and engaging the community in establishing inventory data.

4. To officially commence the *Brigada Eskwela* period, a Nationwide *Brigada Eskwela* Kick Off will take place on **Monday, June 9, 2025**. DepEd Central Office will jointly hold its Kick Off Program with Region V, while other regions shall organize their respective kick off activities. The event will be streamed live on the official DepEd Philippines Facebook page to simultaneously launch and promote *Brigada Eskwela*.

5. The Guidelines on the Implementation of *Brigada Eskwela* and National Inventory Day (NID) for School Year 2025–2026 are provided as Enclosures No. 1 and 2, respectively. DepEd Policy and Planning Service under the Strategic Management Strand shall take the lead in the execution of the NID. The guidelines for the Learners' Health Assessment, to be undertaken by the School Health Division under the Operations Strand, shall be issued through a separate policy.

The schedule of activities for the 2025 *Brigada Eskwela* program shall be as follows:

| Activity | Schedule |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Nationwide <i>Brigada Eskwela</i> Kick Off | June 9, 2025 |
| <i>Brigada Eskwela</i> Implementation, Monitoring of Schools, and Inventory Validation and Official Reporting of selected education data | June 9–13, 2025 |
| Deadline for the submission of <i>Brigada Eskwela</i> resources generated in the DepEd Partnerships Database System | Schools: July 6, 2025 (to be verified and validated by SDOs/ROs) |
| Submission of <i>Brigada Eskwela</i> Transmittal or Accomplishment Report | By SDOs to ROs: July 15, 2025 By ROs to CO: July 30, 2025 |
| Regional Office (RO) and Schools Division Office (SDO) <i>Brigada Eskwela</i> Appreciation and Recognition Ceremony | To be determined by respective ROs and SDOs |

6. All regions and schools divisions are directed to provide intensive and extensive support to school heads during the *Brigada Eskwela* period.

7. For information and clarification, please contact the following:

Brigada Eskwela:

External Partnerships Service

external.partnerships@deped.gov.ph
externalpartnerships@deped.gov.ph
(02) 8638-8637 and 8638-8639

National Inventory Day:

Policy and Planning Service

ps.od@deped.gov.ph

(02) 8638-2251, 8637-6204, and
8635-3958

Learners' Health Assessment:

School Health Division

blss.shd@deped.gov.ph

(02) 8632-9935

8. Immediate dissemination of this Memorandum is desired.



SONNY ANGARA
Secretary



Encls.:

As stated

References:

DepEd Order (No. 012, s. 2025)

DepEd Memorandum No. 033, s. 2024

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS AND OFFICES
CAMPAIGN
COMMITTEES
LEARNERS
MONITORING AND EVALUATION

OFFICIALS
PARTNERSHIPS
PROGRAMS
SCHOOLS
TEACHERS



Enclosure 1

GUIDELINES ON THE IMPLEMENTATION OF BRIGADA ESKWELA FOR SY 2025-2026

PROCEDURES

A. PRE-IMPLEMENTATION STAGE

To prepare for the implementation of the *Brigada Eskwela*, schools shall be guided by the following:

1. Assessment of Physical Facilities, Maintenance Needs and Learning Areas of the School

Before the implementation of *Brigada Eskwela*, the *School Facilities Coordinator* shall identify the needs for the upcoming school year's opening of classes and assess school facilities that require repair or replacement. The school needs data shall be reflected in the School Preparedness Checklist (Attached **Annex A**). The assistance of the Education Physical Facilities Division, School Watching Team (SWT), and Parent-Teacher Association (PTA) officers and members may be sought, if necessary.

Assess the status and sufficiency of book shelves, libraries, reading corners, and literacy support spaces (e.g., reading nooks, storytelling areas) as part of the facilities assessment. Consider a reading readiness needs assessment to identify learners who may require early interventions.

Schools shall identify other requirements/ activities necessary for school operations and teaching and learning.

2. Compliance with the Absolute Prohibition on Solicitation

School heads, teachers, and other school personnel are **strictly prohibited** from soliciting or collecting any form of contribution including, but not limited to, *Brigada Eskwela* fees from parents or legal guardians, volunteers, partners, and stakeholders. The *Brigada Eskwela* activities shall focus on voluntary work and participation to ensure that schools are adequately prepared for the upcoming school year.

The identified school requirements shall be used by the Central, Regional, and Schools Division Offices to advocate for the support needed by the schools. The proposed *Brigada Eskwela* packages for the clean-up drive and minor repair works can also be presented to stakeholders for reference and guidance.

3. Compliance with Existing Prohibitions on Certain Partnerships

All DepEd Offices and schools are reminded to strictly observe the prohibition on partnering with, accepting donations or sponsorships from industries that present conflicts of interest, such as, but not limited to, the tobacco, breast milk substitutes, and alcoholic beverage industries, in support of DepEd's commitment to promote healthy learning environments in schools.

- DepEd Order No. 48, s. 2016 - *Policy and Guidelines on Comprehensive Tobacco Control*
- DepEd Order No. 13, s. 2017 - *Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices*

- DOH-DSWD-DepEd-CHED-LEB-TESDA- DILG Joint Administrative Order 2022-0001
 - *Guidelines on Healthy Settings Framework in Learning Institutions*
- Other related issuances

4. Creation of the *Brigada Eskwela* Working Committees

School Heads shall lead the creation of the working committees for the *Brigada Eskwela* as well as supervise its functions. The *Brigada Eskwela* working committees shall be composed of the following:

- School Head;
- Teachers;
- Non-teaching personnel;
- Parent-Teacher Association Officers;
- School health focal
- Reading Coordinators
- (optional) parents, learners, community members, and external stakeholders may also be part of the task force provided that the nature of the involvement is **voluntary**.

The School Head shall conduct orientation sessions on the tasks to be carried out for the duration of *Brigada Eskwela* implementation.

School personnel cannot require the participation of parents in exchange for extra points in grades of learners.

4.1 The *Brigada Eskwela* Working Committee Responsibilities:

4.1.a Conduct Extensive Public Awareness Campaigns

- Promote public awareness and encourage involvement in *Brigada Eskwela*, which may include the dissemination of advocacy materials and the conduct of awareness campaigns.

4.1.b Establishment of Partnerships for Resource Mobilization

- Mobilize resources, including books, reading kits, reading materials, repair and maintenance materials, manpower, and volunteer services, for the conduct of *Brigada Eskwela* in adherence to RA 5546. The law strictly prohibits the sale of tickets or the collection of contributions, whether voluntary or otherwise, from school children, learners, and teachers of public and private schools, for any project or purpose (DO No. 5, s. 1992 titled "Policy on Solicitation of Contribution"; DO No. 47, s. 2022 titled "Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services"; and DO No. 49, s. 2022 titled Amendment to DO No. 47, s. 2022).
- Determine target resources and identify potential volunteers and partners.
- Ensure that the pledges/ commitments of partners are delivered.
- Accept donations from partners before and during the *Brigada Eskwela* week.
- Craft a Memorandum of Agreement (MOA) and/ or Memorandum of Understanding (MOU) determining the roles and responsibilities of the parties involved (the school and its partners)

4.1.c Program Implementation

- Direct and monitor the implementation of different activities as specified in the school work plan, aligned with the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).
- Provide guidance and direction to work teams in the performance of assigned tasks.
- Monitor actual accomplishments vis-a-vis identified needs and planned activities.

4.1.d Handling of Administrative and Financial Matters

- Provide administrative support and manage funds that will be generated in support of Brigada Eskwela.
- Ensure that all in-kind donations from and rendered services by both government and private sources are properly recorded and used in accordance with applicable rules and regulations and use appropriate forms in acknowledging receipt of donations (the Acknowledgement Receipt and Inventory Custodian Slip).
- Provide logistical support to volunteers such as but not limited to, work materials, first aid, refreshments, etc.
- Conduct daily inventory of all materials used.
- Prepare documents required for the availment of tax incentives by partners such as, but not limited to:
 - a. Notarized MOA;
 - b. Notarized Deed of donation and/ or deed of acceptance; and
 - c. Other required documents.

4.1.e Documentation

- Prepare necessary documentation and reports of the Brigada Eskwela Program including photo/video documentation.
- Prepare daily reports on donations received and services rendered.
- Record the daily attendance of volunteers.
- All kinds of support provided by the stakeholders shall be reported in the DepEd Partnerships Database System (DPDS).

5. External Partners participation in the *Brigada Eskwela*

The following matrix indicates the possible steps/actions that potential external partners may undertake to ensure active engagement during the *Brigada Eskwela* week.

| Stakeholders | Nature of Engagement |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provincial / Municipal / City Government Units | <ul style="list-style-type: none">a. Coordinate/engage with DepEd regional or division officesb. Secure a copy of the school preparedness checklistc. Convene the Local School Board (LSB) to identify possible support on school preparedness/ readinessd. Mobilize local support through the business sector, philanthropies, academe, and local organizations to assist schools' preparations for class openinge. If available, include schools in the early warning system implemented in the locality |

| | |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>f. If possible, issue a local ordinance or resolution to support the implementation of <i>Brigada Eskwela</i></p> |
| Barangay Government Units | <p>a. Coordinate/engage with nearby elementary and/or secondary schools</p> <p>b. Participate in school preparatory meetings for <i>Brigada Eskwela</i></p> <p>c. Mobilize local assistance to support school readiness strategies</p> <p>d. Secure a copy of the school preparedness checklist</p> <p>e. Support the school preparedness strategies</p> |
| Private partners/individuals | <p>a. Coordinate/engage with DepEd central, region, division or district or school</p> <p>b. Secure a copy of the school preparedness checklist</p> <p>c. Choose from the <i>Brigada Eskwela</i> Packages on the intervention to be provided to schools</p> <p>d. Provide advocacy /information materials for schools</p> <p>e. Support the school readiness/ preparedness strategies</p> |
| Local/NGOs Volunteers | <p>a. Coordinate/engage with target elementary and/or secondary schools</p> <p>b. Secure a copy of the school preparedness checklist or <i>Brigada Eskwela</i> Plan</p> <p>c. Signify interest to assist the school during preparation for class opening</p> <p>d. Participate in school preparatory meetings for <i>Brigada Eskwela</i></p> <p>e. Identify and communicate support that will be provided to schools</p> <p>f. Support the school preparedness strategies</p> |
| Parents | <p>a. Participate voluntarily in school preparatory meetings for <i>Brigada Eskwela</i></p> <p>b. Set an example for children in doing community service</p> <p>c. Render voluntary support to the school preparedness strategies</p> |
| Other national government agencies (e.g. PhilHealth) | <p>a. Coordinate/engage with select elementary and/or secondary schools</p> <p>b. Orient parents and other stakeholders about the National Health Insurance Program</p> <p>c. Set up a booth and designate personnel to enroll parents and learners into the National Health Insurance Program</p> <p>d. Support the school preparedness strategies</p> |

6. *Brigada Eskwela Packages*

Education partners and stakeholders may look into the following *Brigada Eskwela* packages to serve as guidance for the support to be provided to the schools. Other interventions may be provided depending on the capacity and available resources.

| General Category | Suggested Items |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Kits | <ul style="list-style-type: none"> - Supplementary reading materials - Workbooks/activity sheets and coloring books - Reading Assessment tools (like tests or passages) |
| General Cleaning & Sanitation <ul style="list-style-type: none"> - for keeping classrooms and school grounds clean | <ul style="list-style-type: none"> - Brooms, dustpans, mops, and buckets - Trash bags, gloves, and face masks - Disinfectant, detergent, alcohol, and soap - Sponges, rags, and scrub brushes |
| Repair & Maintenance Package <ul style="list-style-type: none"> - for minor repairs and fixing damaged areas | <ul style="list-style-type: none"> - Hammers, screwdrivers, pliers, and wrenches - Nails, screws, nuts, and bolts - Wood glue, varnish, and sandpaper - Door locks, hinges, and padlocks |
| Painting & Beautification <ul style="list-style-type: none"> - for making the school environment more vibrant | <ul style="list-style-type: none"> - Paint (white, colored, and blackboard paint) - Paintbrushes, rollers, and trays - Wall putty and sandpaper |
| Electrical & Lighting <ul style="list-style-type: none"> - for safe and efficient lighting & electrical systems | <ul style="list-style-type: none"> - Light bulbs, LED tube lights - Extension cords and electrical outlets - Electrical tape and wire connectors - Circuit breakers and fuses |
| Gardening & Landscaping <ul style="list-style-type: none"> - for greener and more sustainable school grounds | <ul style="list-style-type: none"> - Plants, seedlings, and fertilizer - Shovels, rakes, and watering cans - Plant boxes and garden beds - Compost bins for waste management |
| Water & Sanitation Maintenance <ul style="list-style-type: none"> - for ensuring proper water supply and clean restrooms | <ul style="list-style-type: none"> - Toilet and sink repair tools (plungers, wrenches) - Pipes, faucets, and plumbing sealants - Drinking water dispensers and filters - Handwashing stations with soap dispensers/dishes |
| Classroom Essentials <ul style="list-style-type: none"> - for ensuring a well-equipped learning space | <ul style="list-style-type: none"> - Blackboards and bulletin boards - Student desks, chairs, and teacher's table |
| Technology & Digital Learning <ul style="list-style-type: none"> - for enhancing digital learning and school connectivity | <ul style="list-style-type: none"> - Computers, printers, and projectors - Wi-Fi routers and network cables - USB flash drives and external hard drives - Educational software and e-learning resources |
| Safety & Disaster Preparedness <ul style="list-style-type: none"> - for emergency readiness and school safety | <ul style="list-style-type: none"> - Fire extinguishers and smoke detectors - First-aid kits (bandages, antiseptics, gloves) - Emergency exit signs and glow-in-the-dark stickers - Flashlights, batteries, and whistles |
| Volunteer Service | <ul style="list-style-type: none"> - Skilled volunteers (carpenters, electricians, plumbers, painters) |

| General Category | Suggested Items |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - for community support, manpower assistance or expertise to assist learners and teachers, | <ul style="list-style-type: none"> - Professionals (e.g. doctor, lawyers, others) - Parents, teachers, learners, and community members |
| <p>Snacks and Food for Volunteers (Compliant with DO 13, s. 2017)</p> <ul style="list-style-type: none"> - for keeping volunteers energized and motivated | <ul style="list-style-type: none"> - Bottled water, juice, drinks, and refreshments - Bread, biscuits, and packed snacks - Rice meals and packed lunches |
| <p>Health and Hygiene Kits</p> <ul style="list-style-type: none"> - for maintaining personal cleanliness | <ul style="list-style-type: none"> - Facemasks - Soap - Toothpastes and toothbrushes - Sanitary pads for female high school learners |
| <p>Learner's Kit</p> <ul style="list-style-type: none"> - for equipping students with essential school supplies | <ul style="list-style-type: none"> - Notebook - Pad paper - Pencil, ball pen - Crayons - Ruler, small scissors, pencil sharpener - Glue/pastes - Bag |
| <p>Teacher's Kit</p> <ul style="list-style-type: none"> - for teacher's daily instructional use | <ul style="list-style-type: none"> - Manila paper, cartolina, bondpaper - Scissors, ruler, pencil sharpener - Pen (black and red) - Markers (black and blue) - Lesson plan notebook - Chalk |
| <p>Emergency Kit</p> <ul style="list-style-type: none"> - for ensuring readiness during natural disasters or crises | <p>For Learners</p> <ul style="list-style-type: none"> - Whistle, flashlight/battery <p>For Teachers</p> <ul style="list-style-type: none"> - Whistle - Flashlight, radio, battery - Boots, raincoats, umbrellas - Toiletries - Bottled water - Emergency hotline list - Evacuation guide |
| <p>Medical Devices</p> <ul style="list-style-type: none"> - for basic health monitoring and care | <ul style="list-style-type: none"> - Infrared and digital thermometer - Pulse oximeter - Thermal scanner - Stethoscope - Blood pressure monitor machine - Stretcher |
| <p>Emergency Kit for School</p> <ul style="list-style-type: none"> - for school-wide emergency response | <ul style="list-style-type: none"> - First aid kit - Contact numbers for emergencies - Flashlight, radio, batteries - Bell, whistle - Electrical tape, rope |

| General Category | Suggested Items |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Aid Kit - for providing immediate treatment for minor injuries | - Burn ointment, povidone-iodine (e.g. Betadine), alcohol, hydrogen peroxide - Adhesive bandage (band-aid), bandage, gauze, plaster tape, cotton - Bottled water - Gloves |

The external partners and stakeholders may contact the following DepEd offices for information of their engagement in the *Brigada Eskwela*:

Central Office:

External Partnerships Service (EPS)
external.partnerships@deped.gov.ph /
externalpartnerships@deped.gov.ph
(02) 8638-8637 / (02) 86388639

Regional Office:

Education Support Service Division (ESSD)
<https://tinyurl.com/DepEdROSDODirectory>

Schools Division Office:

School Governance Operations Division (SGOD)
<https://tinyurl.com/DepEdROSDODirectory>

Schools:

Office of the School Head
Nearest public elementary and secondary schools

B. IMPLEMENTATION STAGE

The actual implementation is during the *Brigada Eskwela* week on June 9-13, 2025. As a matter of policy, all work and tasks performed under the *Brigada Eskwela* are **voluntary in nature**.

1. Conduct of Nationwide *Brigada Eskwela* Kick Off

This year's *Brigada Eskwela* period will officially begin with a Nationwide *Brigada Eskwela* Kick Off on **Monday, June 9, 2025**, marking the first day of *Brigada Eskwela* week. Kick Off activities will take place **simultaneously across all regions** nationwide.

The DepEd-Central Office will hold its Kick Off Program in Albay, Region V, while other regions will organize their respective opening activities.

Hereunder is the proposed Program of Activities for the kick off ceremony:

| TIME | ACTIVITY |
|------------------------------------|--------------------------------------------------------------------------------------------------------------|
| NATIONWIDE KICK OFF PROGRAM | |
| 7:00 AM | <i>Brigada Eskwela</i> Caravan and Advocacy Campaign |
| 8:00 AM | Arrival and Registration at the Host Venue Tree Planting Activity |
| 9:00 AM | Opening Program <ul style="list-style-type: none"> • Preliminaries • Opening Message |

| TIME | ACTIVITY |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> AVP on the <i>Brigada Eskwela</i> Across the Years |
| 9:30 AM | <p>Keynote Message</p> <ul style="list-style-type: none"> Launching of National Inventory Day Call to Action Symbolic Turnover of Donations and Resources and Commitment Pledges ✓ 2024 Healthy Learning Institutions Awarding and Related Activities |
| 10:30 AM | <ul style="list-style-type: none"> Presentation of <i>Brigada Eskwela</i> Model School SDO <i>Brigada Eskwela</i> Booths Showcasing the Division's School Preparedness Plans and Initiatives |
| 11:00 AM | <p>Volunteer Activities within the host school</p> <ul style="list-style-type: none"> Storytelling activity Cleaning and Repainting Minor Repair |
| 1:00 PM | <ul style="list-style-type: none"> School Visit and Monitoring of <i>Brigada Eskwela</i> activities Dialogue with PTA and other organizations |
| Afternoon Session (simultaneous in the host school) | <p>Various Sessions and Activities:</p> <ul style="list-style-type: none"> Anti-Bullying Session Health Assessment National Inventory Partner Program Orientation (e.g. National Health Insurance Program c/o PhilHealth) |

To ensure widespread participation, the activity will be streamed live on the official DepEd Philippines Facebook page, serving as both a launch and promotion of *Brigada Eskwela*.

The Schools Division Offices may participate in the Regional Kick Off, organize their own kick off activities, or may do the monitoring of the *Brigada Eskwela* implementation in the schools.

The schools may initiate the kick off with an advocacy caravan, followed by the presentation of the School Preparedness Plans to the stakeholders. Subsequently, voluntary work within the school premises will take place.

2. Suggested Activities within the *Brigada Eskwela* week

Based on school preparedness plan, schools shall select appropriate activities for implementation during the *Brigada Eskwela* week from the following suggested list:

| Activities | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Persons Responsible | Expected Output/s |
|------------------------------------------------------|-------|-------|-------|-------|-------|-------------------------------------------|---------------------------------------------|
| Kick Off Ceremony | / | | | | | <i>Brigada Eskwela</i> Working Committees | Program of Activities Pledges of Commitment |
| Presentation of Major projects/activities to be done | / | | | | | School Head | Presentation |

| Activities | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Persons Responsible | Expected Output/s |
|---------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Presentation of <i>Brigada Eskwela</i> Plan | / | | | | | School Head | Presentation |
| Registration of Partners and Stakeholders / Volunteers | / | / | / | / | / | <i>Brigada Eskwela</i> Secretariat | Accomplished Registration Form |
| Receipt of donations, resource/supplies | / | / | / | / | / | <i>Brigada Eskwela</i> Working Committees | Registry of donations, resources and supplies received |
| General cleaning of classrooms and school premises | / | / | / | / | / | <i>Brigada Eskwela</i> Working Committees / Volunteers | Daily Accomplishment Report |
| Repair/Repainting/ Replacement/ Rehabilitation of school facilities such as roofs/gutters, walls, comfort rooms and other | / | / | / | / | / | <i>Brigada Eskwela</i> Working Committees / Volunteers | Daily Accomplishment Report |
| Other maintenance works | / | / | / | / | / | <i>Brigada Eskwela</i> Working Committees / Volunteers | Daily Accomplishment Report |
| *Master listing of learners/scheduling of health assessments | / | / | / | / | / | School Health Focal / School Head | Accomplishment Report (part of 2 nd quarter Medical, Dental, and Nursing Accomplishment report) |
| *Enrollment of learners to the National Health Insurance Program | / | / | / | / | / | PhilHealth/School Health Focal/ School Head | Accomplishment report (number of learners enrolled in NHIP) |
| *Reading/Storytelling Session with Learners | / | / | / | / | / | Volunteers | Daily Accomplishment Report |
| *Tree Planting | / | / | / | / | / | Volunteers | Daily Accomplishment Report |
| *National Inventory Day | / | / | / | / | / | Assigned personnel from <i>Brigada Eskwela</i> Working Committee | Updated School Data in the dashboard |
| Closing Program | | | | | / | <i>Brigada Eskwela</i> Working Committees | Report of accomplishment Program of Activities, Presentation of Accomplishment Certificate of Appreciation and Recognition |

* The activity can be carried out on any day during the 5-day implementation period

3. Maintenance of Clean Schools

Schools shall ensure that school grounds, classrooms and all its walls, and other school facilities are clean and free from unnecessary artwork, decorations, tarpaulin, and posters at all times. Oversized signages with commercial advertisements, words of sponsorships,

and/ or endorsements or announcements of any kind or nature shall be taken down in compliance with DO 37, s. 2010 titled Prohibition on Use and/or Display of School Signages Showing Commercial Advertisements, Sponsorships, and/ or Endorsements. Classroom walls shall remain bare and devoid of posters, decorations or other posted materials. Classrooms should not be used to stockpile materials and should be clear of other unused items or items for disposal.

C. POST-IMPLEMENTATION STAGE

Post-implementation is the period after the conduct of the *Brigada Eskwela* week. The collected data shall be consolidated in preparation for the school's accomplishment report. The following steps shall be undertaken:

1. Preparation and Submission of Accomplishment Report

Schools shall prepare and submit an accomplishment report, hence, the following shall be undertaken:

- 1.1. Accomplish the school's *Brigada Eskwela* Report through the DepEd Partnerships Database System (DPDS). For SY 2025-2026, data reported in the DPDS from May to June 2025 shall be considered as 2025 *Brigada Eskwela* generated resources. Technical concerns in reporting the partnership data in the DPDS should be forwarded to support.dpds@deped.gov.ph.
- 1.2. Other projects and activities completed with the help of stakeholders and partners outside the *Brigada Eskwela* week shall be reported through the DPDS.

The school heads shall ensure that all donated items classified as property, plant, and equipment are properly recorded in the book of accounts as stipulated in DO No. 082, s. 2011 titled "Guidelines on the Proper Recording of all Donated Properties." The documents required to support the recording in the book of accounts are as follows:

- i. Inventory Custodian Slip (Attached **Annex B**) for donated properties with a value below P50,000.00; and
- ii. Property Acknowledgment Receipt (Attached **Annex C**) for donated properties above P50,000.00.

2. Sustaining *Brigada Eskwela*

School improvement does not end on the last day of the *Brigada Eskwela* week. It may be a year-round undertaking to guarantee our school children have a conducive learning environment.

Sending letters of gratitude to partners and volunteers for their contributions in preparing the school in time for the opening of classes may inspire them to do more.

The partnerships shall likewise be sustained. There may be tasks in the *Brigada Eskwela* work plan, or other school needs that may come up during the school year, where schools still require the help of stakeholders.

Other possible strategies for sustainability:

- 2.1 Keep the stakeholders informed of the status and progress of the programs/projects.
- 2.2 Listen to the ideas and concerns of stakeholders through the conduct of fora, focus group discussions, etc.
- 2.3 Engage partners in other school activities.

2.4 Conduct recognition and appreciation programs for the working committees and stakeholders. SDOs and ROs shall conduct their own recognition and appreciation programs. The RO may reward or recognize SDOs and schools for outstanding performance in implementing *Brigada Eskwela*.

3. Service Credits/Compensatory Time-off

Teaching personnel shall be entitled to earn vacation service credits arising from their active involvement as members of the school *Brigada Eskwela* working committees and/ or voluntary services in the *Brigada Eskwela* activities. Teachers shall earn one-day service credit for accumulated eight hours of service as committee members and/ or volunteers in the school preparation and partnership engagement activities, but not to exceed the total of five days' service credits. The computation of the service credits to teachers shall be in consonance with DO 13, s. 2024 titled *Revised Guidelines on the Grant of Vacation Service Credit for Teachers*.

DepEd employees in all governance levels are encouraged to join *Brigada Eskwela* and may serve for two (2) days within the *Brigada Eskwela* week. This shall be considered on official time.

Likewise, non-teaching personnel shall be granted Compensatory Time Off (CTO) for all services rendered during weekends/holidays as members of the *Brigada Eskwela* working committees and/ or voluntary services in the *Brigada Eskwela* activities. Eight hours of accumulated services are equivalent to one-day CTO.

4. Recognition and Appreciation of Partners

Recognition and appreciation of partners and stakeholders who contributed to the success of the *Brigada Eskwela* may be decided on the school, district, and/ or division levels.

The following are suggested qualifiers, subject to the recommendation and approval of the committee:

- i. *Group/Institutional*- may be given to partners (e.g. NGA/LGU, Private, NGO) who have supported the school/institution for three (3) consecutive years.
- ii. *Individual* - may be given to the Chief Local Executive, Barangay leaders, School Head, Partnership Focal Person, and other individuals who have shown immense support for the realization of *Brigada Eskwela* goals.

4.1 Recognition and Appreciation of Partners at the SDO Level

At the SDO level, the SDS shall serve as the Committee Chair with the SGOD Chief and Senior Education Program Specialist (SEPS) for Social Mobilization and Networking as co-chairs to further determine who among the stakeholders shall receive due recognition. The conferment of such may be given during culminating activity or Partners Recognition Program, as deemed applicable.

4.2 Recognition and Appreciation of Partners at the Regional Level

Partners at the regional level may also be recognized in adherence to the above-mentioned attributes and qualifiers. The Regional Director (RD) shall serve as the Committee Chair with ESSD Chief and Regional Partnership Focal Person as co-chairs. As to Individuals, Exemplary Division Partnership Focal Person may also be conferred.

Expenses to be incurred for the culminating and conferment activity, including plaques, certificates, and the like, may be charged to Regional MOOE and Division MOOE/local funds for Division and program support fund from the Central Office (CO), subject to the usual government accounting and auditing rules and regulations.

D. IMPLEMENTATION ROLES AND RESPONSIBILITIES

1. Central Office

The External Partnership Service (EPS) shall:

- 1.1. issue School Preparedness Guidelines which provide a checklist on school preparedness measures.
- 1.2. conduct various advocacy campaigns to encourage the partners to participate in the *Brigada Eskwela*;
- 1.3. lead the conduct of the *Brigada Eskwela* Nationwide Kick Off Program;
- 1.4. monitor the week-long implementation of *Brigada Eskwela* through the ROs;
- 1.5. verify and evaluate the submissions of *Brigada Eskwela* Reports in the DPDS;
- 1.6. coordinate with the DepEd-Policy and Planning Service relative to the implementation of the National Inventory Day;
- 1.7. coordinate with DepEd-School Health Division on the implementation of the Learners' Health Assessment;
- 1.8. provide updates to the media and the general public through the Public Affairs Service (PAS), DepEd Central Office on the status of implementation;
- 1.9. coordinate and facilitate the distribution of donations received by the Central Office to identified regional, division, and schools;

2. Regional Office

The Education Support Services Division (ESSD) shall:

- 2.1 lead and monitor the actual implementation of *Brigada Eskwela* Kick Off at the Region;
- 2.2 engage local stakeholders to support the implementation of *Brigada Eskwela*;
- 2.3 create the Regional Monitoring Team for approval of the Regional Director;
- 2.4 verify and validate the *Brigada Eskwela* Reports of the SDOs in the DPDS;
- 2.5 conduct planning meetings with SDOs to determine school needs;
- 2.6 provide technical assistance to SDOs in formulating strategies to support school preparedness; and
- 2.7 validate, monitor, and prepare a report on the implementation of preparedness strategies.

3. Schools Division Office

The School Governance Operations Division (SGOD) shall:

- 3.1 mobilize assistance from education partners and other government agencies for schools' implementation of preparedness measures;
- 3.2 ensure support is equitably distributed to all schools;
- 3.3 ensure that learners are properly scheduled for health assessments, that designated personnel are available to conduct such, and that these are conducted as scheduled;
- 3.4 conduct daily monitoring and evaluation of the school's implementation in coordination with the Public Schools District Supervisors (PSDS). The unit shall

- 3.5 create the division monitoring team for approval of the Schools Division Superintendent;
- 3.5 verify and validate the submission of partnership interventions of the schools through the PSDS;
- 3.6 recommend schools for the monitoring by the RO;
- 3.7 conduct orientation on the *Brigada ESKWELA* implementing guidelines;
- 3.8 plan for stakeholders' recognition and appreciation activities;
- 3.9 coordinate with local government agencies and uniformed personnel;
- 3.10 ensure availability of the summary of school-level data for local partners' preferences; and
- 3.11 prepare a list of schools that would be needing the most assistance from partners.

4. Public Schools

The school heads shall:

- 4.1 spearhead the implementation of school preparedness activities;
- 4.2 create the *Brigada ESKWELA* Working Committee;
- 4.3 identify relevant *Brigada ESKWELA* activities aligned to SIP and AIP;
- 4.4 identify potential partners;
- 4.5 ensure the conduct of *Brigada ESKWELA* activities as abovementioned;
- 4.6 ensure masterlisting and coordination among school health focal, class adviser, school health personnel, and their respective SDO for the scheduling of health assessments;
- 4.7 Assist the Philippine Health Insurance Corporation in enrolling learners to the National Health Insurance Program and report number of learners registered/enrolled to their respective SDO
- 4.8 submit resources generated and volunteers to the PSDS;
- 4.9 provide updates to partners / stakeholders on the status of the spearheaded project by providing them a coffee table magazine style of accomplishment for them to be recognized as well;
- 4.10 if and when the school has reached a state where all physical aspects have been improved and no further work needs to be done, the School Head may initiate innovations that will improve the performance of the teachers and learners.

5. Partners and Stakeholders

Partners and stakeholders shall monitor, in coordination with the school, division, region or central office, the status of the project/s implemented during the *Brigada ESKWELA* week. They may refer to *Brigada ESKWELA* Packages on possible intervention to be provided in the school.

6. Volunteers

Volunteers shall coordinate with the school and assist in the *Brigada ESKWELA* activities.

7. Teachers

Teachers shall:

- 7.1 assist the School Head in the implementation of the activities prepared for the day and/or the week;
- 7.2 engage parents of the learners to participate in *Brigada ESKWELA* voluntarily;
- 7.3 coordinate with school health focal for scheduling and conduct of health assessments;
- 7.4 monitor the assigned tasks performed by the volunteers; and

7.5 identify classroom needs to ensure readiness.

8. Supreme Student Government (SSG)/Supreme Pupil Government (SPG) Officers

The SSG / SPG Officers shall assist their homeroom teachers in the implementation of *Brigada Eskwela* activities.

9. Brigada Eskwela Technical Working Group

To facilitate the smooth and efficient implementation of the *Brigada Eskwela*, a Technical Working Group (TWG) has been established. This group will be responsible for organizing, coordinating, and overseeing all event-related activities of the *Brigada Eskwela*.

2025 Brigada Eskwela

Program Management : Usec. Fatima Lipp D. Panontongan
Asec. Cilette Liboro Co
Asec. Georgina Ann H. Yang
Asec. Dexter Galban
Asec. Roger Masapol

Program Committee : Dir. Graciela E. Mendoza
Dir. Miguel Angelo Mantaring
Dir. Maria Clarisse Ligunas-Roque
Dir. Jan Kevin Rivera

2025 Brigada Eskwela Nationwide Kick Off

Program Management : Dir. Graciela E. Mendoza
Dir. Gilbert Sadsad
Dir. Jan Kevin Rivera
SDS Nene Rosal-Merioles

Program Committee : Rolly V. Soriano
Maria Christina Baroso
Maria Eloisa Arellano
Jho-ana A. Llana

The composition of the 2025 *Brigada Eskwela* Nationwide Kick Off Technical Working Group will be detailed in a separate memorandum.

REFERENCES

Department of Education. (2015). DepEd Order No. 40, s. 2015, *Guidelines on K to 12 Partnerships*.

Department of Education. (2013). DepEd Order No. 2 s. 2013. Revised Implementing Rules and Regulations of Republic Act 8525, *An Act Establishing An "Adopt-A-School Program," Providing Incentives Therefor, and For Other Purposes*.

Department of Education. (2008). DepEd Order No. 24 s. 2008, *Institutionalisation of Brigada Eskwela Program of the National Schools Maintenance Week (NCMW)*.

Department of Education. (2011). DepEd Order No. 082, s. 2011, *Guidelines on the Proper Recording of all Donated Properties*.



GUIDELINES ON THE IMPLEMENTATION OF THE NATIONAL INVENTORY DAY

I. RATIONALE

The credibility of data is the backbone of informed decision-making, programming, budgeting, policy formulation, and program implementation, in any organization—especially in the education sector. DepEd, being the largest government agencies, have huge data managed for its effective governance of the basic education.

DepEd needs an effective and efficient data validation such as but not limited on school personnel, school infrastructure, usable furniture, learning resources, ICT equipment, and utilities. While there is an existence of information systems such as the Basic Education Information System, Program Management Information System, and the National School Building Inventory, there remain a need for a decisive action to validate its data to ensure that all figures reflect the reality on the schools and field offices. These validated data are important for the data-driven partnerships with the stakeholders to ensure school readiness.

In support of the 5-Point reform agenda in producing an evidence-based policies, programs, projects, and activities, DepEd plans to validate its data while also using the initiative as an avenue to further support schools in preparation for the opening of classes and leveraging the stakeholders on the ground for the data collection and validation process. Consequently, the National Inventory Day, embedded in the Brigada Eskwela for SY 2025-2026 shall be conducted.

II. SCOPE

These guidelines on the conduct of the National Inventory Day shall serve as guide to all personnel involved at all governance levels and external stakeholders to be involved in the activity. This involves the Regional Office, Schools Division Office, and all DepEd-managed public schools nationwide.

III. DEFINITION OF TERMS

The operation definitions below serve as a guide and reference of DepEd personnel and involved stakeholders on the validation day:

- a. **Functional Toilet Bowls** refers to the serviceable toilet bowls.
- b. **ICT Equipment.**
 - i. **SMART TV Package** refers to a television set that has integrated internet connectivity and built-in software or applications, enabling it to access online content and interactive services.
 - ii. **E-Learning Carts** refers to a set of mobile educational resources. These packages might include a combination of electronic devices such as laptops or tablets, charging cart, Smart TV and other possible educational technology tools.
 - iii. **External Hard Drive** refers to portable storage device that is connected to a computer or other digital devices via an external interface, typically USB, Thunderbolt, eSATA, or other connection methods.
- c. **Instructional Rooms** refers to rooms use for academic purposes: Classroom SPED, Classroom Elementary (Kindergarten, Grade 1, 2,3,4,5,6), Classrooms JHS (Grade 7,8,9,10), Classroom SHS (Grade 11, 12), ALS Room, Audio Visual, Computer Room, Industrial Arts Room, Home Economic Room, Science Laboratory, Speech Laboratory, Research Laboratory, Not Currently Used, Others.

- d. **Internet for Academic or Instructional Purposes** refers to internet solely utilized in the classroom or laboratory as an aid to instruction.
- e. **Internet for Administrative Purposes** refers to internet solely used for encoding administrative data of the school (e.g., enrollment, attendance, disbursements, financial statements, and other reports) or are only accessible at the school head office or faculty room.
- f. **Learning Tools and Equipment** refers to non-text-based learning resources such as Science and Mathematics Equipment (SME) and Technical Vocational Livelihood (TVL) tools and equipment.¹
- g. **Locally-funded Personnel** refers to school personnel not having Plantilla positions and whose compensation is chargeable against the local budget. Included are teachers funded under Special Education Fund, Local Government Unit fund, and other funding source such as but not limited to Parents-Teacher Association.
- h. **Nationally-funded personnel actually working in the school** refers to teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school. It includes those personnel who are working in a school but whose items belong from other schools or DepEd Office.
- i. **Non-instructional Rooms** refers to rooms use for non-instructional purposes (e.g., Library/Learning Resource Center, Canteen, Clinic, Conference Room, Offices, Faculty Room, Museum, Supply Room, Conference Room, Data File Room/Records Room, Student Co-Curricular Center, Youth Development Center, Not Currently Used, Others).
- j. **Non-Teaching personnel** refers to personnel whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instructions.²
- k. **Related-Teaching Personnel** refers to those with position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation.³
- l. **School Furniture.**
 - i. **Armchair** refers to a usable armchair in the school, regardless of material (wood, plastic).
 - ii. **DepEd New Design 2-Seater Table and Chair** refers to the new design of school furniture of which 1 set is equal to 2 chairs and 1 table on wood and steel finishes.
 - iii. **Kinder Modular Table & Chair** refers to the standard modular table & chair used by kindergarten learner.
 - iv. **Other Classroom Table and Chair** refers to the table and chair used by learner in the classroom not mentioned in this Table.
 - v. **School Desk** refers to a usable two-seater desks in the school.
- m. **School Wide Internet** refers to the entirety of a school's physical space, encompassing all its buildings, facilities, and outdoor grounds.
- n. **Teaching personnel** refers to personnel that is directly engaged in teaching or in the delivery of instruction in elementary or secondary levels (junior high school and senior

high school, whether in full-time or part-time basis in schools and Community Learning Centers (CLCs).⁴

- o. **Textbook** as defined in Republic Act 8047, is an exposition of generally accepted principles in one (1) subject, intended primarily as a basis for instruction in a classroom or pupil-book-teacher situation. It is the primary learning resource for classroom instruction that sufficiently develops the prescribed learning competencies for a specific grade level and learning area.⁵

IV. PROCEDURES AND TIMELINES

1. To ensure consistency in implementation, the National Inventory Day will be conducted in a structured manner as integrated within the activities of the Brigada Eskwela. The activities below are chronologically arranged and indicated are responsible person or office.

| Activity | Description | Timeline | Responsible Office |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------|
| 1. Orientation of Regional and Schools Division Offices | | | |
| | An online orientation will be conducted among Regional, Division Offices, and schools relative to the guidelines of National Inventory Day. | May 27, 2025 | Policy and Planning Service and External Partnership Service |
| 2. Creation of School Technical Working Group | | | |
| | School to engage group who will be part of the Technical Working Group (TWG) responsible of the National Inventory Day and prepare the operational plan for the conduct of the data validation. | June 2-6, 2025 or during the actual inventory validation and triangulation | School Head |
| 3. Actual Inventory Validation and Triangulation | | | |
| | Schools will input verified data into the system, ensuring cross-checking with existing records. A multi-stakeholder approach will be implemented by including partners from the local government, private sector, Non-Government Organizations, and community groups to ensure the correctness of the data. | June 9-13, 2025 | School Technical Working Group |

4. Closing Program

| | | | |
|--|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| | Communication of the National Inventory results. | On or before June 13, 2025 for schools with internet and until June 20, 2025 for schools needing assistance from the Schools Division | School Technical Working Group |
|--|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|

5. Data Analysis and Presentation

| | | | |
|--|------------------------------------------------|------------------|---------------------------------------------|
| | Submitted data will be analyzed and presented. | End of June 2025 | National Inventory Day TWG (Central Office) |
|--|------------------------------------------------|------------------|---------------------------------------------|

1. All schools can access the National Inventory Day system through www.nid.deped.gov.ph and shall serve as the platform where forms to be filled out can be generated and submitted. The system shall be fully operational after the national orientation for the National Inventory Day on 27 May 2025.
 - a. For schools with internet access, the form shall be generated from the system by accessing their respective school account. To access the school's account, use the BEIS username and password of the school. The generated form shall contain pre-loaded data from the latest submitted data of the school which will be subject to validation and triangulation.
 - b. For schools needing assistance to access the site, the form can be generated by the Schools Division Office (SDO). The accomplished offline form may then be submitted to SDO for uploading.
2. A separate dashboard summarizing the school data at all governance levels shall be made accessible to education stakeholders for transparency.
3. All resources and other references such as the data dictionary, mechanics and template for the operational planning, and project proposal template for the National Inventory Day can be accessed through this link: <https://bit.ly/NIDReferenceMaterials>.
4. The cut-off date for the data is **13 June 2025**. For the submission of schools with internet access, it is highly encouraged to upload in the NID system on 13 June 2025 while for schools needing SDO assistance, submission and uploading to the system is on or before **20 June 2025**.
5. The validation will cover essential resource categories that directly impact school operations such as the school personnel, school infrastructure, usable furniture, learning resources (textbooks and learning tools and equipment), ICT equipment, and utilities. Specifically, the following are the key data points for validation:

A. Inventory of School Personnel (Filled and Unfilled Positions). Schools may refer to the Electronic School Form 7.

1. Number of Teaching Positions **assigned in school** per latest School Personal Services Itemization and Plantilla of Personnel (PSIPOP) or Division PSIPOP.
 - a. Teaching personnel
 - b. Teaching-related
 - c. Non-Teaching personnel
2. Number of Nationally Funded Plantilla **actually working** in schools (including Plantilla Personnel borrowed/detailed from other school(s)/DepEd Offices).
 - a. Teaching personnel
 - b. Teaching-related
 - c. Non-Teaching personnel
3. Number of Locally funded Personnel working in the school such as funded under Special Education Fund and Local Government Fund
 - a. Teaching personnel
 - b. Teaching-related
 - c. Non-Teaching personnel

B. Inventory of School Infrastructure

1. Number of instructional rooms (existing and ongoing construction)
2. Number of non-instructional rooms (existing and ongoing construction)
 - a. Faculty Room
 - b. Library or Learning Resource Center
 - c. ICT room
 - d. Guidance Office
 - e. Clinic
 - f. Ongoing construction
3. Number of functional toilet bowls

C. Inventory of Usable Furniture

1. Number of Kinder Modular Table
2. Number of Kinder Chair
3. Number of Armchair
4. Number of School Desk
5. Number of other classroom table
6. Number of other classroom chair
7. Number of DepEd New Design 2-seater Table and Chair

D. Inventory of Learning Resources

1. Inventory of textbooks **aligned with the Revised K-12 Curriculum:**
 - a. Number of Grade 1 textbooks: Reading, Makabansa, Good Manners and Right Conduct (GMRC), Language

- b. Number of Grade 4 textbooks: Araling Panlipunan (AP), GMRC, Filipino, Science, Music and Arts, English, Mathematics, Physical Education (PE) and Health, and Edukasyong Pantahanan at Pangkabuhayan
- c. Number of Grade 7 textbooks: AP, English, Math, Filipino, Music and Arts, PE and Health, Technology and Livelihood Education, Values Education, Science
- d. Number of Senior High School (SHS) textbooks: Earth and Life Science, SHS HOPE 1 & 2, SHS HOPE 3&4, SHS Personal Development, SHS Physical Science, Statistics and Probability, Understanding Culture, Society and Politics, Media and Information Literacy, General Mathematics, Contemporary Arts

2. Inventory of Learning Tools and Equipment (LTE)

- a. Number of latest Science and Mathematics Equipment packages received
- b. Number of latest Technical-Vocation and Livelihood Equipment packages received

E. Inventory of Information and Communications Technology (ICT) Equipment

- 1. Number of SMART TV Package
- 2. Number of External Hard Drive
- 3. Number of E-learning Carts
- 4. Number of Laptop for teachers (if school head is provided, include)
- 5. Number of Laptop for non-teaching personnel
- 6. Number of Desktop for administrative or learning use
- 7. Number of Tablet for learners
- 8. Number of Laptop for learners
- 9. Internet connectivity availability
 - a. With internet connectivity
 - i. School-wide access
 - ii. Used for academic or instructional purposes
 - iii. Administrative use only
 - b. No internet access

F. Availability of Access to Utilities

- 1. Water Supply (whichever case is applicable to the school)
 - a. With water supply
 - b. Without water supply
- 2. Electricity (whichever case is applicable to the school)
 - a. With electricity
 - b. No electricity

G. Proposed Program, Project, or Activity (PPA) for funding request of the school. This refers to any PPA planned or being implemented by the school that is being proposed for possible funding by the Department of Education. It is a call for proposals from the schools in support of empowering schools to implement their own initiatives to address contextual needs. However, submitted proposals are subject to evaluation by the Strategic Management which will proceed with funding aside from the yearly received Maintenance and Other Operating Expenses (MOOE).

Submission is not mandatory and is open only to interested public schools. Schools can submit at most three (3) project proposals with each not exceeding P100,000.00 and the form is downloadable from <https://bit.ly/NIDReferenceMaterials> or refer to annex D. The proposal shall be uploaded in the school's National Inventory Day account at www.nid.deped.gov.ph or submitted to Schools Division Office if the school has no internet access for appropriate submission.

6. Schools Division Offices shall ensure that their respective school data shall be shared with their Local Government Unit (LGU) and other relevant stakeholders. This is to promote stronger transparency and partnership with counterpart LGUs.
7. A feedback mechanism in the National Inventory Day system will be set up to report inconsistencies and resolve data conflicts. Official reports will be finalized and released in preparation for budget planning and educational reforms.

V. ROLES AND RESPONSIBILITIES

To ensure the successful execution of the National Inventory Day, the following groups will have specific roles and responsibilities:

A. Central Office

| Office/Personnel | Roles and Responsibilities |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Policy and Planning Service | System administration, database management, data analysis, and reporting. |
| External Partnership Service | Lead the coordination on Brigada Eskwela activities. |
| Education Facilities Division | Validate infrastructure data. |
| Bureau of Learning Resources | Validate Textbooks and Learning Tools and Equipment data. |
| Bureau of Human Resource and Organizational Development | Validate school personnel data. |
| Information and Communications Technology Service | Validate ICT Equipment data and develop the National Inventory Day Dashboard, Data Capture Form, and the system. |

B. Region and Division Offices

| Governance Level | Office/Personnel | Roles and Responsibilities |
|-------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regional Office | Policy and Research Division, Administrative Services Division, and Regional IT Officer | Monitor the submission of respective schools and provide technical assistance. For schools without internet connectivity, Schools Division Offices shall assist to ensure that schools be able to submit data and facilitate the uploading of validated data. |
| Schools Division Office | Planning Officers, Supply Officer, and Division IT Officer | |

C. School Technical Working Group

| Office/Personnel | Roles and Responsibilities |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| School Heads | Engage community members to form the TWG. |
| School Technical Working Group <ul style="list-style-type: none"> • Teachers (Voluntary basis) • Parent-Teacher Association • School Governing Council • Barangay • Private Sector • Non-Government Agencies • Local Government Units • Other stakeholders | Validate and submit the data of the school. |

VI. MONITORING AND REPORTING

The identified offices and personnel under item V for roles and responsibilities shall monitor the status of submission and implementation of their respective lower governance level. In addition, the DepEd Central office through the Policy and Planning Service, in partnership with the External Partnership Service, shall evaluate the readiness of the schools based on the submitted data.

ANNEX A

School Preparedness Checklist

| CATEGORY | PREPAREDNESS STATUS | | | REMARKS |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | Fully Prepared Fully Prepared -100% compliance | Partially Prepared Partially Prepared - does not meet any one of the requirements/features/ characteristics | Not Prepared Not Prepared - does not meet all requirements | |
| I. Facilities and Infrastructure | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| II. Learning Resources | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| III. Health and Safety | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--|
| IV. Staff and Personnel <ul style="list-style-type: none"> ▪ Teachers have received orientation or briefing on school policies and programs ▪ Security personnel are properly assigned and briefed on protocols ▪ Guidance counselors and support staff are available as needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| V. Enrollment and Documentation <ul style="list-style-type: none"> ▪ Updated student records, including contact details and medical information ▪ Class schedules, sections, and teacher assignments are finalized ▪ Parent-teacher communication channels are established | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| VI. Partnerships and Community Engagement <ul style="list-style-type: none"> ▪ Partnerships with local stakeholders (e.g., LGUs, NGOs) are coordinated ▪ Volunteers for school maintenance and volunteer activities are identified ▪ Advocacy campaigns for <i>Brigada Eskwela</i> are implemented | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| VII. Emergency and Disaster Preparedness <ul style="list-style-type: none"> ▪ Fire extinguishers, emergency alarms, and evacuation plans are in place ▪ Emergency drills (earthquake, fire, etc.) are scheduled and communicated ▪ Designated evacuation areas are identified and prepared | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| VIII. Support for Learners <ul style="list-style-type: none"> ▪ Counseling support services are available ▪ Inclusive education measures for learners with special needs are implemented ▪ School feeding programs are prepared if applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

ANNEX B**INVENTORY CUSTODIAN SLIP**

Entity Name: _____
Fund Cluster: _____ ICS No: _____

| Quantity | Unit | Amount | | Description | Inventory Item No. | Estimated Useful Life |
|----------|------|-----------|------------|-------------|--------------------|-----------------------|
| | | Unit Cost | Total Cost | | | |
| | | | | | | |

| | |
|---------------------------------|---------------------------------|
| Received from: | Received by: |
| _____ Signature Over Printed | _____ Signature Over Printed |
| _____ Name Position/Office | _____ Name Position/Office |
| _____ Date | _____ Date |

ANNEX C

PROPERTY ACKNOWLEDGMENT
RECEIPT

Entity Name: _____

Fund Cluster: _____ PAR No.: _____

Annex D

Kindly note that you do not need to request edit access to this file. You may download a copy and accomplish it offline at your convenience. Please also be informed that submission of this proposal template is voluntary. Participation is open to all schools interested. The approval and granting is not guaranteed since all proposals are subject to evaluation.

NAME OF THE PROJECT 1, 2, or 3 Project Proposal

| | | | |
|-------------|--|--------|--|
| School Name | | SDO | |
| School ID | | Region | |

A. Rationale of the Program, Project, or Activity (PPA)

Short description of why the Program, Project, or Activity is relevant and needed by the school to be implemented.

B. Objectives (Provide clear and measurable objectives; include the target beneficiaries; and intended impact)

The PPA aims to achieve the following:

1. Objective 1
2. Objective 2
3. Add more if needed

Check where the PPA contributes to the achievement of (under the Quality Basic Education Development Plan):

| | | | | | |
|--------------------------|--------------------------|--------------------------|---------------------------------------------------|--------------------------|-----------------------------------------------|
| <input type="checkbox"/> | High performing teachers | <input type="checkbox"/> | Learners physical and mental well-being protected | <input type="checkbox"/> | Efficient and supportive governance structure |
|--------------------------|--------------------------|--------------------------|---------------------------------------------------|--------------------------|-----------------------------------------------|

C. Timeline of Implementation (Indicate the activities and respective date)

| Activity (Chronologically Arranged) | Physical Target of Activity | Date |
|-------------------------------------|-----------------------------|----------|
| Activity 1 | | Schedule |
| Activity 2 | | Schedule |
| Add more rows if necessary | | Schedule |

D. Funding Requirement (Provide the amount needed per activity)

| Activity (Chronologically Arranged) | Budget (in peso) |
|-------------------------------------|------------------|
| Activity 1 | |
| Activity 2 | |
| Add more rows if necessary | |

Prepared by (any school personnel):

Endorsed by (School Head):

Name and Designation

Name and Designation